**Target Grade:** Prekindergarten

**Lesson Topic:** Amazing Water

**Learning Objectives:**

Students will recognize that soil and sand can form a mixture when water is added.

Students will describe how rainwater flows over streets sidewalks and parking lots.

Students will learn that rainwater can carry soil and sand as it flows.

Students will discuss four things they can do to make storm water clean.

**New York State Prekindergarten Foundation for the Common Core**

**Scientific Thinking**

e) Expresses ways the environment provides natural resources that are needed by people (eg wood for lumber to build shelter water for drinking)

f) Demonstrates ways that each person is responsible for protecting our planet (e.g recycling plastic, glass and cardboard, reusing a plastic container sandwich rather than throwing away etc)

**Physical Properties**

**b)** Acquires knowledge about the physical properties of the world

c) Recognizes and describes the effects of his/her own action on objects.

Identifies causes and effect relationships

**Materials:**

**Follow the Water from Brook to Ocean Lets Read- and Find- Out Science 2 by Arthur Dorros**

**Project Wet Curriculum and Activity Guide 2.0**

What Is in Storm Water Activity worksheets, crayons

Visual Images of rivers, creeks, lakes, ocean

**Vocabulary Words:**

Storm water

Pollutants

Source pollution

Contaminants

Creeks

Streams

Precipitation

**Background Information: Warm-Up**

Students will be asked if they know what happens to the weather when springtime comes. When snow melts, the water flows into creeks and streams. Rain showers (even thunderstorms) add even more water to waterways. Students will learn weather patterns determine how much precipitation falls. Students will learn that water falling from the sky as rain or snow that lands on and flows across parking lots, streets, sidewalks and other hard surfaces is called storm water. Teacher will discuss with students the definition of the each vocabulary word.

**Procedures and Timing 45minutes**

1. Teacher will ask students if they have noticed puddles. Where were they located? Where does they water comes from that is in the puddle? Precipitation Does it always look clean? What do you think is in the water storm water?

3. Student’s responses will be recorded on chart paper.

4. Teacher will show students images of creeks, rivers, lakes and ocean. Teacher will ask students to guess what these pictures represent.

5. Teacher will explain to students that they will be doing an activity to help them understand what happens to the storm water that flows through their community on its way to the creeks, rivers, lakes and ocean.

6. Students will learn how water is used to clean things, such as the surface after a spill.

7. Students will learn that cities also use water from streets and that flows over plants, soil and sidewalks water can dissolve dirt and sand.

8. Teacher will explain to students that water is used to clean things, such as the surface of a table after a spill. Teacher will also explain to students that this is how the rainwater “washes” the outdoors.

10. Students will learn that cities also use water to clean the waste from streets and sidewalks. Students will learn that as it flows over plants, soil and sidewalks, water can dissolve dirt and sand. When this happens, a mixture forms that may be polluted from the materials the rainwater picks up. The mixture flows whatever water flows from one place to another.

**Activity**

11. Students will be given a copy of the Maze activity worksheet **What is in the Storm Water?** Students will work with a partner completing the maze; students will be encouraged to circle the pollutants along the way.

12. Students will then share and discuss the materials that they pick up along the way. (1.Soil,

2) Road Salt, 3). Trash. 4). Animal Waste, 5. Oil.)

13. Teacher will ask students What can we do to help keep storm water cleaner? For example put trash in its place, 2. Clean up after your pets, 3. Ask you parents to fix leaks in your car and to recycle oil, 4. Use a broom to sweep the sidewalks instead of a house, 5. Wash cars on the lawn, not the sidewalks. Teacher will provide students with support and guidance during this activity.

Student’s responses will be recorded on chart paper.

**Independent Activity**

Student will be encouraged to draw a picture of one action that they can take to reduce pollution in storm water. Teacher will circulate the classroom and provide students with guidance and support as needed.

**Wrap-up/Assessment**

Teacher will review with students the many actions people can take to reduce pollution in storm water. Students will answer the question What actions can students take immediately? Student’s responses will be recorded on chart paper.

**Closure/Follow-up**

Students will listen to a read aloud story.

**Draw a picture of one action that they can take to reduce pollution in storm water.**

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**Visual Images**

**River**



**Creek**



**Lake**



**Ocean**



**Stream**

